

Becoming a Professional Learning Community: Understanding Leadership and Change

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Working Together for Student Success

Objectives for This Training

- Understand the impact and responsibilities of the principal.
- Recognize the importance and process for defining why change is necessary before embarking on the journey to becoming a professional learning community.
- Understand the significance of change and its relationship to school climate and culture.
- Be able to apply the initial steps for building a professional learning community.

“It is not turnover of leadership per se that is the problem for most organizations, but rather the discontinuity of direction.”

DuFour and Fullan, 2013



Understand Your Impact

Highly effective principals raise the achievement of a typical student in their schools by two to seven months of learning in a single school year; ineffective principals lower achievement by the same amount. (Branch et al., 2013)

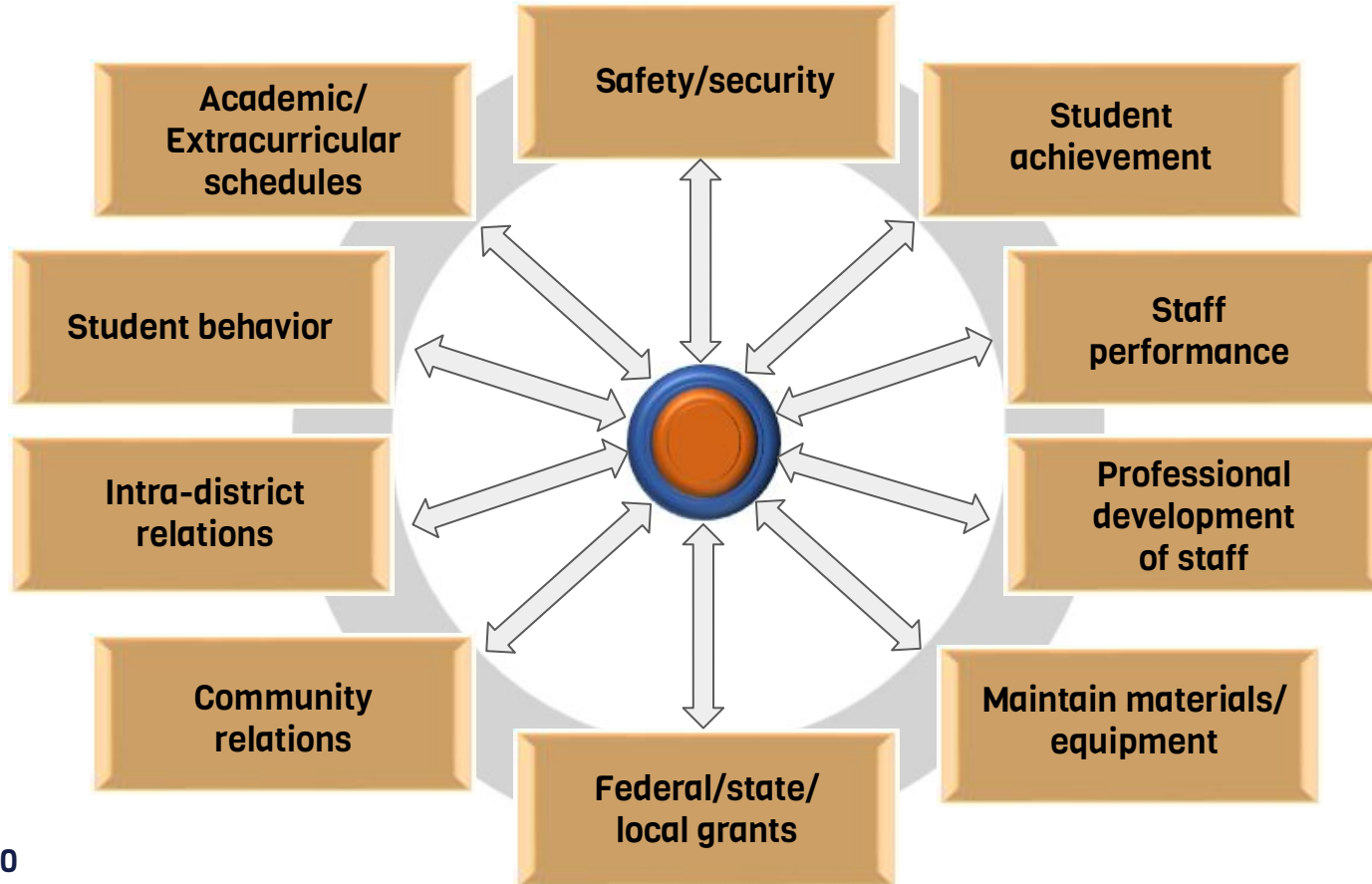
Highly effective principals can increase students' scores up to 10 percentile points on standardized tests in just one year, reduce student absences and suspension, and improve graduation rates. (Waters, Marzano, & McNulty, 2003)

The principal has one of the greatest influences on student achievement and is the most important driver of improvement efforts. (VanGrogen et al., 2017)

Effective principals identify the conditions most vital to the success of their schools and concentrate efforts on creating those conditions. (DuFour and DuFour, 2012)



Understand Your Responsibility



Understand Your Responsibility

Five Key Responsibilities

Shape a Vision

**Create a
Learning Climate**

Cultivate Leadership

Improve Instruction

Lead People



Understand Your Responsibility

Shape a Vision

Identify core beliefs

Define own purpose and the purpose of the school

Clearly identify what and where the school aspires to be

Develop a shared vision among staff and community

Create a Learning Climate

Make academic success the driver of instruction

Build a positive community

Focus on results

Focus on purpose and vision

Foster collaboration

Cultivate Leadership

Model leadership

Be accountable

Delegate responsibility with clear direction

Guide efforts without micromanaging

Provide constructive feedback

Improve Instruction

Be competent in areas of instruction, curriculum, and assessment

Assess and prioritize areas for improvement based on data

Focus professional development efforts

Utilize MTSS

Lead People

Acting with integrity

Setting high expectations and providing support

Employing interpersonal relationship skills

Monitoring data and performance



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Understand Change



**Changes often affect that which is
beyond our original intention.**



Understand Change



Technical Changes

Changes in systems, tools, supports, and programs

Cultural Changes

Shift in norms, values, assumptions, and collective beliefs



Understand Community, Climate, and Culture

Community

A feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.

Climate

The “feel” of a school;

The quality and character of school life;

Attitude reflected in day-to-day decisions and interactions.

Culture

A school’s personality formed over time as individuals develop belief patterns, expectations, and behaviors regarding one another and teaching and learning.

Emotion



Understand Your "Why"

Define the Vision

Clearly define what the school aspires to become.

Assess Current State

Determine the state of all aspects of the school beginning with student achievement.

Determine Gaps

Compare the current state of the school with your vision for the school, or where the school aspires to be.

Identify Root Causes

Determine the root cause for each identified gap.



Understand Change

Change Management Models

ADKAR

Awareness of the need to change

Desire to participate in and support change

Knowledge of how to change

Ability to implement change

Reinforcement to sustain change

Kotter's - 8-Step

Create sense of urgency

Build a strong coalition

Develop vision

Communicate vision

Empower action

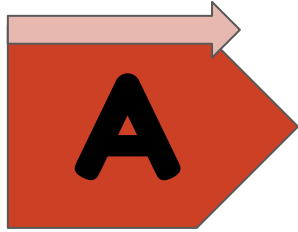
Generate short-term wins

Build on the change

Sustain the change.



Understand Change

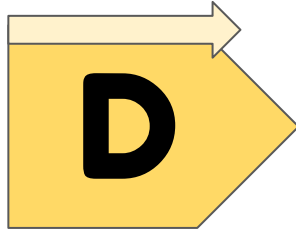


Awareness

Announce change ahead of time

Explain reasoning, benefits, and main points of plan

Allow opportunity for questions and suggestions

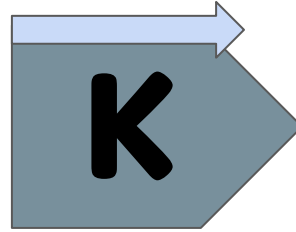


Desire

Gauge reaction to change

Identify supporters

Address concerns, show how plan benefits personally

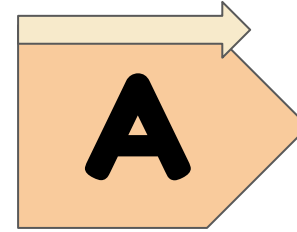


Knowledge

Provide training and coaching for needed skills

Address skill gaps

Offer resources to assist in performance



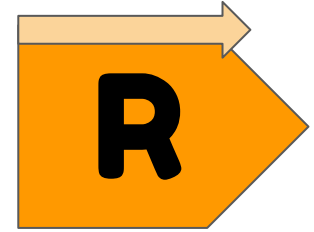
Ability

Schedule practice runs

Monitor performance/ provide feedback

Set goals

Adjust processes



Reinforcement

Monitor change over time; ensure fulfills desired outcome

Use positive feedback, rewards, recognition

Enablement Zone

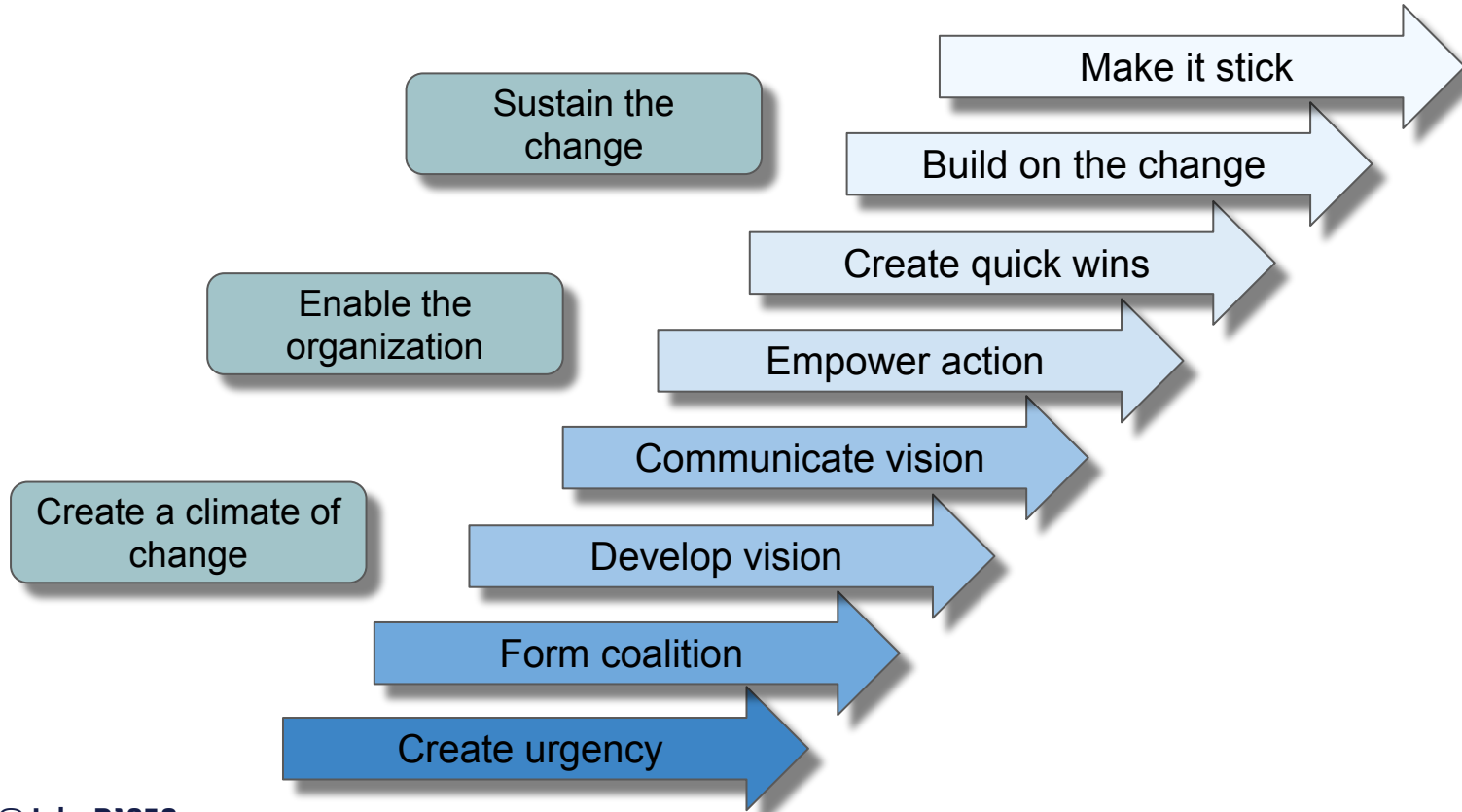
Engagement Zone



@JohnP1250

Adapted from Lucidchart.com

Understand Change



Understand Community, Climate, and Culture

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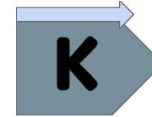
Lead People



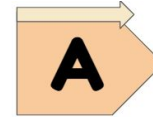
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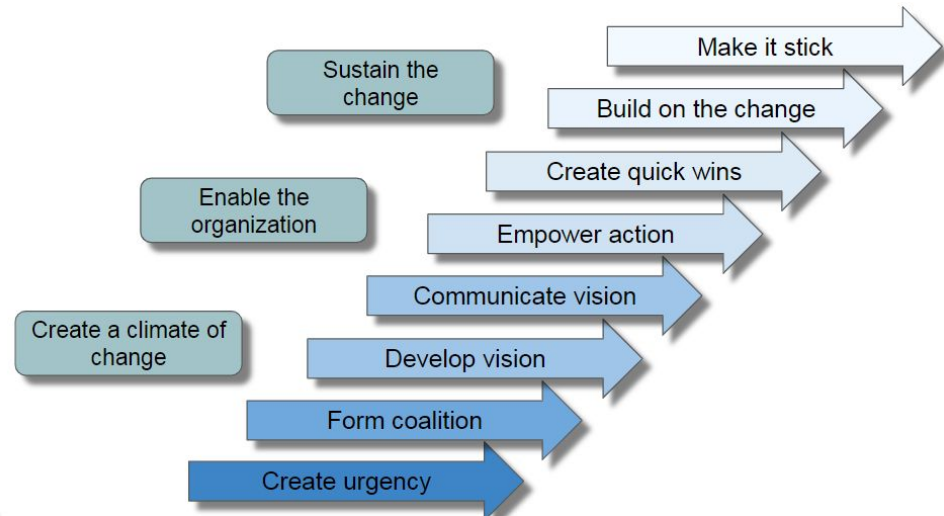
Knowledge



Ability



Reinforcement



Understand PLCs

*The idea of improving schools by developing professional learning communities is currently in vogue. People use the term to describe every imaginable combination of individuals with an interest in education - a grade level, a teaching team, a school committee, a high school department, an entire school district, a state department of education, a national professional organization, and so on. In fact, the term has been used so ubiquitously that it is in danger of losing all meaning.
(DuFour, 2004)*



Build a Professional Learning Community

School Leader's Preparation

Identify
personal
core beliefs
about
education



Learn as
much as
possible
about PLCs



Develop an
initial vision
for the school



Understand
the current
state of the
school -
strengths,
needs,
culture,
community



Build a Professional Learning Community

A Focus on Learning

Action Orientation

**A Collaborative Culture With Focus
on Learning For All**

**Commitment to Continuous
Improvement**

**Collective Inquiry Into Best
Practice and Current Reality**

Results Orientation



Build a Professional Learning Community

A Focus on Learning

Founded on the vision that all students learn at high levels

Focused on the four critical questions

Adheres to the concept of, “not *my*, but *our* students”

A Collaborative Culture With Focus on the Right Work

Culture where members work interdependently to achieve common goals

Members are mutually accountable

Explicitly structured discussions in a trusting environment

Collective Inquiry Into Best Practice and Current Reality

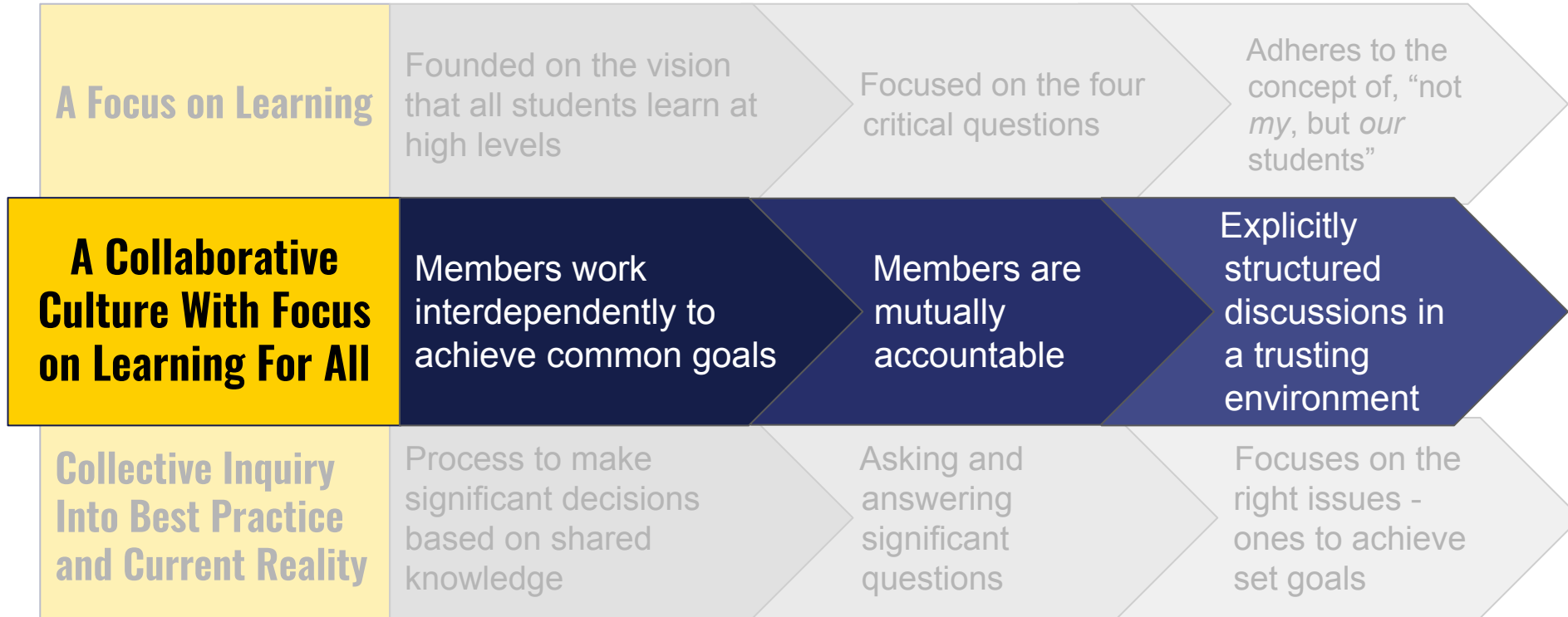
Process to make significant decisions based on shared knowledge

Asking and answering significant questions

Focuses on the right issues - ones to achieve set goals



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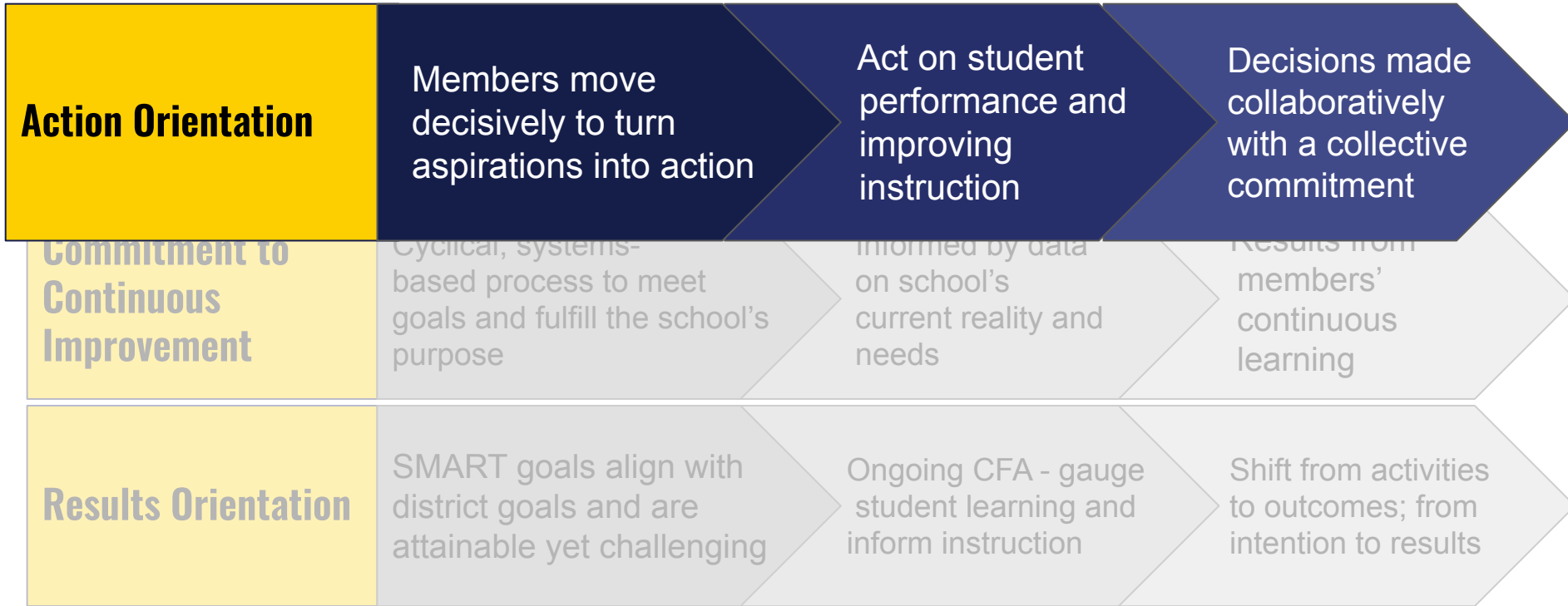
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Build a Professional Learning Community



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Action Orientation

Members move decisively to turn aspirations into action

Act on student performance and improving instruction

Decisions made collaboratively with a collective commitment

Commitment to Continuous Improvement

Cyclical, systems-based process to meet goals and fulfill the school's purpose

Informed by data on school's current reality and needs

Results from members' continuous learning

Results Orientation

SMART goals align with district goals and are attainable yet challenging

Ongoing CFA - gauge student learning and inform instruction

Shift from activities to outcomes; from intention to results



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The principal is “an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.”

*(The Interstate School Leaders Licensure Consortium,
Council of Chief State School Officers, 1996)*



Contact Information

Thank you!

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